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ABSTRACT

May 1977 graduates of the University of North Carolina at Greensboro were surveyed in the winter of 1977-78. The 665 responses to the mailed questionnaire were representative of the 1,065 graduates. In the presentation of findings, differences by school and degree level are noted. At the bachelor's degree level, the 538 responses were also examined by sex and race for each school. At the master's degree level, analyses across schools were made only by sex. The 19 doctoral level responses were examined by school of major and in most instances are reported as a single group. Highlights are presented on graduates' employment status, background characteristics, educational plans, satisfaction with major and college, attitudes and values, relative importance of job characteristics, life style preferences, competencies possessed, and competencies enhanced. A sample survey is appended. (SW)

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# HIGHLIGHTS FROM THE FOLLOW-UP SURVEY OF SPRING 1977 GRADUATE AS OF NOVEMBER 1977

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## Preface

The Office of Institutional Research, in cooperation with the Career Planning and Placement Office, surveyed May 1977 graduates of UNC-G in the Winter of 1977-78. Surveys were sent to the 1022 graduates for whom current mailing addresses were available. After the initial first class mailing in November, a bulk-rate second mailing to all non-respondents in December was followed by a third mailing in January. The third mailing included a personalized note from the appropriate dean or department head requesting the graduate's cooperation. The first mailing resulted in approximately a 30% response rate. Another 10% responded to the bulk-rate second mailing. The personalized third mailing yielded responses from an additional 25% of the graduates, bringing the overall response rate to 65%.

Analysis of the 665 responses to the survey across all degree levels, leads us to conclude that the responses received are representative of all 1065 May 1977 graduates. This conclusion is based upon the fact that similar response patterns were evident between early and late responders and the fact that comparisons of known characteristics between the sample respondent and total graduate populations yielded no significant differences. Essentially similar percentages of respondents to each of the three mailings reported their current primary activities to be employment, further education, or job hunting. Comparisons with university student data indicate that respondents were generally representative of UNC-G graduates with regard to age, race, sex, and school of major.

The Highlights report the major findings of the study in their simplest form noting differences by school and degree level. At the bachelor's degree level, the 538 responses were also examined by sex and by race for each school. At the master's degree level, analyses across schools were made only by sex. The nineteen doctoral level responses were examined by school of major and are reported as a single group in most instances.

Tables are currently being produced in the UNC-G Office of Institutional Research to show breakdowns of all survey items for baccalaureate degree recipients by school, by race, and by sex. Tables for master's degree recipients highlight differences by school and by sex. A series of short 10-15 page reports on various aspects of the survey is planned. Topics to be addressed by these reports include sample description, employment status, resources used in seeking employment, job characteristics of employed persons, satisfaction with job, educational plans, satisfaction with major and college, attitudes and values, and competencies gained. Requests for special analyses are encouraged.

## HIGHLIGHTS

### BACKGROUND CHARACTERISTICS

- 41% of the May '77 baccalaureate recipients were 24 years old or older during their last semester enrolled. (Q3)

- Six to nine months after graduation, 64% of baccalaureate recipients are still single. 65% of the women and 62% of the men receiving baccalaureate degrees are unmarried six to nine months after graduation. (Q5)

- UNC-G graduates tend to have followed traditional sex-typed majors. 44% of baccalaureate recipients from the School of Business and Economics were male, while males account for only 15% of all baccalaureate graduates. All or all but one of the respondents from the Schools of Nursing, Home Economics, and Education are female. (Q8)

- The schools with the highest percentage of graduates reporting a final GPA above 3.5 were Arts and Sciences (29%), Music (24%), and Education (20%). The schools with the smallest percentage of students with cummulative GPA's above 3.5 were Nursing and HPER (both 6%). (Q9)

- 35% of baccalaureate recipients are eligible for teacher certification as a result of a teacher education program completed at UNC-G. (Q10)

- 90% of all bachelors degree recipients, 86% of all master's degree recipients and 68% of all doctoral degree recipients remained in North Carolina six months or more after graduation.

- Approximately 58% of bachelors degree recipients, 65% of masters degree recipients, and 53% of doctoral recipients were residing in the eleven county area G economic planning region six to eight months after graduation. The area G economic planning region consists of Alamance, Caswell, Davidson, Davie, Forsyth, Guilford, Randolph, Rockingham, Stokes, Surry and Yadkin counties.

- Of those graduates who originally came from the area G region, 83% of the bachelors degree recipients, 83% of the masters degree recipients and 70% of the doctoral degree recipients were residing within the eleven county region six to eight months after graduation.

- Of those graduates who originally came from North Carolina, the percentages of bachelors, masters and doctoral degree recipients who remained within the state after graduation were 90%, 95%, and 85% respectively.

- Of those graduates who responded that they were employed and were originally classified as out-of-state residents, 48% of bachelors degree recipients, 67% of masters degree recipients and 16% of doctoral degree recipients were employed in North Carolina.

## HIGHLIGHTS

### EMPLOYMENT STATUS

- Primary activities reported 6 to 9 months after graduation. (Q12)

  for baccalaureate degree recipients, 77% employed (Total N = 528)
  for masters degree recipients, 78% employed (Total N = 102)
  for doctoral degree recipients, 95% employed (Total N = 19)

  for baccalaureate degree recipients, 8% reported that they were currently seeking employment
  for masters degree recipients, 13% reported currently seeking employment
  for doctoral degree recipients, 0 reported currently seeking employment

  for baccalaureate degree recipients, 12% enrolled for more education
  for masters degree recipients, 7% enrolled for more education
  for doctoral degree recipients, 5% enrolled for more education (1 individual)

  Remaining 2 or 3 percent are not seeking employment at present

- There is an increasing use in the job search of university career planning and placement services at higher degree levels. 57% of bachelor degree and 63% of masters degree recipients reported making extensive or moderate use of the Career Planning and Placement Center's resources. (Q16M)

- There is similar use made of newspaper ads at all degree levels but greater use is made of professional associations and journals at the higher degree levels. (Q16I)

- The greatest barriers to jobs for bachelors and masters degree recipients were seen as "tight job market in my field" and "finding a job with desirable characteristics"; for doctoral recipients "finding a job with desirable characteristics" was seen as the greatest barrier to employment. (Q17)

- 81% of baccalaureate, 94% of masters, and 100% of doctoral degree recipients who reported their job titles are in positions classified as professional and technical, administrative and managerial, or non-routine sales. (Q18)

## HIGHLIGHTS

### EMPLOYMENT STATUS

- Average annual income reported for bachelors degree recipients earning over $5,000 was $9,332.
  The highest salary reported was $17,500
  both mode and median fell between $9,000 and $10,000
  averages by schools range from $8,203 to $10,609
  79% reported over $8,000 (Q20)

- Average annual income reported for masters degree recipients earning over $5,000 was $12,971
  median was approximately $12,000
  modal salary grouping was $10,000 to $11,000
  averages by school range from $10,837 to $17,911
  range is up to $25,000
  81% reported over $10,000 (Q20)

- Average annual income reported for doctoral degree recipients was $18,267
  range was from $12,500 to $26,000
  modal salary grouping was $18,000 to $19,000
  median was approximately $18,333
  averages by schools range from $15,500 to $19,330
  94% reported over $15,000 (Q20)

- Roughly 1/3 of employed bachelors degree recipients work in private companies or are self-employed, 1/3 work in higher education (3%) or school systems (27%) and 1/4 work in hospitals or clinics. The remainder work for government or other non-profit organizations. (Q19)

- One-half of employed masters degree recipients are employed in higher education (18%) or school systems (32%); 31% are employed in private industry or self employed; 4% are employed in hospitals or clinics; 15% are employed in government or other non-profit organizations. (Q19)

- 82% of the 17 doctoral degree recipients who responded are employed in higher education (65%) or school systems (18
  The other 3 individuals are employed in a hospital, a small private company or are self-employed. (Q19)

- 84% and 88% of bachelors and masters degree recipients respectively report employment directly or somewhat related to their field of study. (Q21)

- Of those who felt they were employed outside their major field of study over 1/3 cited reasons other than "could not find an appropriate job in that field". 17% of the bachelors degree recipients and 21% of the masters degree recipients reported that they had "developed a new career interest"; 10% of bachelors degree recipients reported being a "graduate of a field of study which is difficult to relate to a specified job"; other responses included "never planned to work in that field", and "geographic immobility".(Q22)

## HIGHLIGHTS

### EMPLOYMENT STATUS

- Roughly 1/3 of degree recipients at all levels considered themselves underemployed. About 1/3 of the bachelors and nearly 2/3 of the masters degree recipients report holding jobs that do not require their present level of education. (Q27 and Q29)

- 88% to 90% perceive their jobs to be "the same as" or "better than" those of their classmates. (Q26)

- 81% to 87% at all degree levels report that overall they are highly satisfied with their job; 91% of all respondents feeling moderately or highly satisfied with the type of work they do. (Q25)

- Of the 33 items on the survey relative to employment status, there were significant differences by race for only two items. More black graduates rated themselves underemployed (46%) than whites (32%) and more blacks (13%) made extensive use of public employment agencies than whites (09%). Employment categories, income, sources of job satisfaction, rate of unemployment, career potential of current job, etc. were not significantly different for black and white graduates. (Q12 and Q29)

## HIGHLIGHTS

### EDUCATIONAL PLANS

- 83% of bachelors degree recipients expect to eventually earn an advanced degree. 11% expect to earn a doctorate. (Q30)

- 38% of masters degree recipients expect to ultimately earn a doctoral degree. (Q30)

- 14% of bachelors degree recipients and 12% of the masters degree recipients are presently enrolled in a degree program. (Q32) 12% of the bachelors degree recipients and 7% of the masters degree recipients consider further education to be their primary activity. (Q12)

- More baccalaureate graduates of the College of Arts and Sciences (26%) were enrolled in a degree program by mid-winter 1978 than were baccalaureate graduates of the other six schools (09%). (Q32)

- Nursing graduates had the smallest percentage of bachelors degree recipients pursuing education (01%). (Q32)

- 82% of those enrolled in graduate school are enrolled for 9 or more student credit hours. (Q34)

- Nearly 2/3 of those enrolled in a graduate degree program at any level are in N.C. colleges or universities and nearly 70% are in public 4 year institutions. (Q35)

- 29% of baccalaureate degree recipients and 28% of the masters degree recipients who are currently enrolled for a higher degree are enrolled at UNC-G. (Q35)

- 64% of all graduates who responded felt that they are better prepared for further study than graduates of other institutions. (Q37)

- Black graduates were statistically more likely to be enrolled for further education in private universities or in institutions out of N.C. However, only four black students were involved in this comparison. There was no other significant difference by race with regard to educational plans. (Q30-Q37)

## HIGHLIGHTS

### SATISFACTION WITH MAJOR AND COLLEGE

- UNC-G seniors grow more fond of their alma mater 6 to 9 months after graduation. In April of 1977, 70% of 492 graduating seniors said they would choose to graduate from UNC-G if they could start over again. The following winter, 81% of 516 baccalaureate graduates gave a positive response to the same question. (Q43 and '77 Senior Survey item #193)

- Changes in attitude toward UNC-G are more pronounced for black graduates than for white graduates. In April, 44% of the black seniors and 72% of the white seniors said they would choose to attend UNC-G again. When the same pool of bachelor's degree recipients were surveyed the following winter, 86% of the black graduates and 80% of the white graduates said they would choose UNC-G if they could start over again. (Q43 and '77 Senior Survey item #193)

- There were no significant differences by race on any of the survey items concerning satisfaction with major and college. (Q43-Q46)

- In April and six months after graduation an overwhelming 98% felt that regardless of any vocational benefit, having attended college had been an important and beneficial experience. (Q45 and '77 Senior Survey item #194)

- 80% of both bachelors and masters degree recipients and all but one doctoral degree recipient would select the same major again. (Q44)

- 95% of all graduates (94% of bachelors degree recipients, 95% of masters degree recipients and 100% of doctoral degree recipients) feel that their major has been important and beneficial in their lives regardless of vocational benefits. (Q46)

- The strength of the above conviction is significantly different among schools only at the bachelors degree level where music and nursing majors are the most positive. (Q46)

## HIGHLIGHTS

### ATTITUDES AND VALUES

Reasons for going to college (Q38)

- 51% of all graduates ranked career preparation as the most important reason for going to college. This reason ranked first at all degree levels.

- Other reasons for going to college are ranked below in order of importance. The percentage of all respondents ranking each item first were as follows:

  (2) to broaden intellectual or cultural awareness - 23%
  (3) to better understand my abilities, goals, and interests - 14%
  (4) to gain skills and experience in relating to other people - 10%
  (5) to be able to make more money - 08%
  (6) to prepare for further graduate or professional education - 07%
  (7) to become a better citizen - 01%

- In no case is there a significant difference in the above rankings by degree level.

- For baccalaureate degree recipients, there are differences by schools for career preparation ($p < .05$) and preparation for advanced study. ($p < .005$)

- As might be expected, Arts and Sciences baccalaureate respondents gave less importance to career preparation. (44% ranked it first as compared to 51% overall)

- Music (12%) and Arts and Sciences (11%) baccalaureate recipients attached greatest importance to preparation for further study. This compared with 7% of all baccalaureate degree recipients.

## HIGHLIGHTS

### RELATIVE IMPORTANCE OF JOB CHARACTERISTICS (Q 39)

- Twenty job characteristics are ranked below by the percentage of all respondents who rated them "very important". The percentage of respondents at each degree level who rated an item "very important" is also shown.

| Overall % | Rank | Characteristic | Bachelors Degree Recipients % | Masters Degree Recipients % | Doctoral Degree Recipients % |
|---|---|---|---|---|---|
| 84 | 1 | Chance to learn new things | 85 | 82 | 67 |
| 79 | 2 | Chance to use special abilities | 81 | 73 | 68 |
| 74 | 3 | Friendly congenial associates | 77 | 62 | 56 |
| 70 | 4 | Opportunities to be helpful to others & society | 73 | 59 | 67 |
| 62 | 5 | Opportunity to be original and creative | 62 | 64 | 44 |
| 61 | 6 | Stable and secure future | 64 | 48 | 39 |
| 61 | 7 | Opportunity to work with people | 63 | 54 | 61 |
| 56 | 8 | Variety in work assignments | 56 | 62 | 56 |
| 55 | 9 | Opportunity for advancement | 56 | 50 | 47 |
| 51 | 10 | Chance to engage in satisfying leisure | 53 | 45 | 28 |
| 50 | 11 | Living and working in world of ideas | 50 | 50 | 56 |
| 46 | 12 | Chance to make a contribution to important decisions | 47 | 42 | 53 |
| 42 | 13 | Working as a part of a team | 45 | 30 | 33 |
| 36 | 14 | Chance to exercise leadership | 35 | 37 | 50 |
| 24 | 15 | Freedom from supervision in my work | 22 | 32 | 32 |
| 17 | 16 | Making a lot of money | 16 | 22 | 16 |
| 15 | 17 | Avoiding a high pressure job | 16 | 09 | 11 |
| 10 | 18 | Getting away from where I grew up | 09 | 10 | 12 |
| 09 | 19 | Remaining where I grew up | 09 | 10 | 0 |
| 08 | 20 | High prestige and social status | 07 | 15 | 06 |

## HIGHLIGHTS

### RELATIVE IMPORTANCE OF JOB CHARACTERISTICS (Q39)

- The twelve job characteristics given below were rated in a significantly different manner by bachelors degree recipients from different schools; schools noting highest and lowest preferences for those items are indicated:

| Overall Rank | Characteristic | School with highest percent citing "very important" | | School with lowest percent citing "very important" | |
|---|---|---|---|---|---|
| 2 | Chance to use special abilities | Music | 96% | Business | 54% |
| 4 | Opportunities to be helpful to others | Nursing | 90% | Business | 46% |
| 5 | Opportunity to be original and creative | Music | 80% | Business | 35% |
| 7 | Opportunity to work with people | Education | 88% | Business | 34% |
| 8 | Variety in work assignments | Home Ec | 75% | Education | 42% |
| 9 | Opportunity for advancement | Business | 79% | Nursing | 51% |
| 11 | Live and work in world of ideas | Music | 67% | Business | 29% |
| 12 | Chance to make a contribution to important decisions | HPER | 55% | Business | 40% |
| 13 | Working as part of a team | Nursing | 77% | Arts & Sciences | 31% |
| 14 | Chance to exercise leadership | Music | 48% | Arts & Sciences | 27% |
| 15 | Freedom from supervision in my work | Home Ec | 30% | Nursing | 13% |
| 16 | Making a lot of money | Business | 36% | HPER | 08% |

## HIGHLIGHTS

### LIFE STYLE PREFERENCES (Q40)

- 74% of the respondents across all degree levels checked "Good family relationships" as one of the 3 or 4 life style characteristics most important to them.

- Preference for good family relationships was ranked first in all schools and at all degree levels.

- Other factors and the percentage of respondents across all degree levels who checked each as one of the three or four characteristics of the life style they would like to have are ranked as follows:

  (2) Good friends (62%)
  (3) Freedom from financial worry (53%)
  (4) Opportunities for meaningful work (48%)
  (5) Freedom to pursue your own interests (44%)
  (6) A challenging job (44%)
  (7) Steady, secure employment (27%)
  (8) Favorable geographical location (20%)
  (9) Access to art institutes, music, theatre, etc. (20%)

- Three life style characteristic items were selected by significantly different proportions of baccalaureate degree recipients majoring in different schools.

  (3) Freedom from financial worry - Highest Business (70%), lowest HPER (35%)
  (4) Opportunities for meaningful work - Highest HPER and Education (58% and 59%), lowest Business (29%)
  (9) Access to art institutes, music, theatre, etc. - Highest Music (48%), lowest Business (10%)

- Two items were selected by significantly different proportions of graduates at different degree levels.

  (2) Good friends - Highest bachelors (66%), lowest masters (41%)
  (4) Opportunities for meaningful work - Highest doctoral (74%), lowest bachelors (46%)

## HIGHLIGHTS

### COMPETENCIES POSSESSED Q42(A)

- Skills and abilities of bachelor degree recipients are ranked below according to the percentage who responded that they possess that competency "to a large extent". If there were significant differences between schools, the highest and lowest rating schools and the percent responding that they possess the ability "to a large extent" are given in the right hand columns.

| Rank | Ability | Overall % | Highest rating school(s) and % | Lowest rating school(s) and % |
|---|---|---|---|---|
| 1 | Following instructions | 72 | | |
| 2 | Comprehending written material | 70 | | |
| 3 | Working independently | 67 | Education 73<br>Home Ec 74 | Nursing 58<br>HPER 59 |
| 4 | Communicating with others | 62 | | |
| 5 | Cooperating with a work team | 58 | | |
| 6 | Meeting deadlines | 56 | | |
| 7 | Performing detailed and accurate work | 54 | | |
| 8 | Dealing with the public | 52 | | |
| 9 | Organizing time effectively | 43 | | |
| 10 | Writing effectively | 39 | | |
| 11.5 | Working on long term projects | 35 | Home Ec 50 | Nursing 22<br>Business 22 |
| 11.5 | Using library and research facilities | 35 | | |
| 13 | Planning and organizing job related activities | 34 | Education 55 | Nursing 30 |
| 14.5 | Analyzing and evaluating ideas and presentations | 33 | | |
| 14.5 | Speaking effectively | 33 | | |
| 16 | Resolving conflicts in working settings | 31 | | |
| 17 | Supervising and leading | 30 | Music 61 | Arts & Sciences 24 |
| 18.5 | Developing organizational objectives with team | 27 | | |
| 18.5 | Making mathematical computations | 27 | | |
| 20 | Developing new approaches to problems | 25 | | |
| 21.5 | Persuading others to accept your ideas | 19 | | |
| 21.5 | Interpreting numerical data | 19 | Business 29 | HPER 09 |
| 23 | Using computers & analyzing computer printouts | 05 | Business 17 | Educ. 0<br>Music 0 |

## HIGHLIGHTS

## COMPETENCIES ENHANCED Q42(B)

- Bachelors degree recipients skills and abilities are ranked below according to the percentage who responded that the ability was enhanced in pursuit of their degree "to a large extent". If there is a significant difference between schools, the highest and lowest rating schools and the percent of their majors responding that the ability was enhanced "to a large extent" are given in the right hand columns.

| Rank | Ability | Overall % | Highest rating school(s) and % | | Lowest rating school(s) and % | |
|---|---|---|---|---|---|---|
| 1 | Meeting deadlines | 61 | Home Ec. | 73 | Music | 46 |
| 2 | Following instructions | 58 | | | | |
| 3.5 | Working independently | 57 | | | | |
| 3.5 | Using library and research facilities | 57 | Nursing | 77 | Music | 42 |
| 5 | Communicating with others | 53 | Nursing | 73 | Business | 36 |
| 6 | Performing detailed and accurate work | 51 | | | | |
| 7 | Organizing time effectively | 50 | Nursing | 75 | Business | 37 |
| 8 | Comprehending written material | 49 | | | | |
| 9 | Analyzing & evaluating ideas & presentations | 45 | Nursing | 62 | Music | 27 |
| 10 | Working on long term projects | 44 | Home Ec. | 55 | Business | 25 |
| 11 | Developing new approaches to problems | 41 | Nursing | 72 | Business | 25 |
| 12.5 | Writing effectively | 39 | Nursing | 47 | Music | 27 |
| 12.5 | Cooperating with a work team | 39 | Nursing | 75 | Business | 19 |
| 14.5 | Speaking effectively | 36 | HPER | 50 | Business | 29 |
| 14.5 | Dealing with the public | 36 | Nursing | 60 | Business | 22 |
| 16 | Planning and organizing job related activities | 34 | Educ. | 52 | Arts & Sciences | 21 |
| | | | | | Business | 21 |
| 17 | Developing organizational objectives with team | 33 | Nursing | 52 | Arts & Sciences | 20 |
| 18 | Supervising and leading | 32 | Nursing | 59 | Arts & Sciences | 17 |
| | | | | | Business | 17 |
| 19 | Resolving conflicts in work setting | 24 | Nursing | 40 | Business | 09 |
| 20 | Making mathematical computations | 23 | Business | 46 | HPER | 08 |
| 21 | Interpreting numerical data | 22 | Business | 42 | Music | 11 |
| 22 | Persuading others to accept your ideas | 18 | HPER | 30 | Business | 08 |
| 23 | Using computers and analyzing computer printouts | 12 | Business | 25 | Music | 00 |

## FOLLOW-UP SURVEY OF SPRING 1977 GRADUATES

NOTE: All information from this survey is strictly confidential and will be processed largely by computer. Please try to answer each item. If you are unable or reluctant to answer an item, you may leave it blank.

I. BACKGROUND CHARACTERISTICS:

1. Please print the following information:

Name: _____ _____ _____
First Middle Last

2. What is your social security number? _____

3. Age _____

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Please indicate the number of your response in the space indicated on the right hand margin unless otherwise noted.

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4. Sex: (1) male; (2) female. (4)_____

5. Marital Status: (1) single; (2) married; (3) separated; (4) divorced; (5) widowed. (5)_____

6. Race: (1) White; (2) Black; (3) Hispanic; (4) American Indian; (5) Asian. (6)_____

7. Most recent UNC-G degree: (1) Bachelor's; (2) Master's; (3) Ph.D., or Ed.D.; (4) teacher certification; (5) other degree, award, or certificate. (7)_____

8. Major: _____ (Be as specific as possible)

9. What was your grade point average when you graduated? (1) 2.0 to 2.5; (2) 2.6 to 3.0; (3) 3.1 to 3.5; (4) 3.6 to 4.0. (9)_____

10. Were you classified as a N. C. resident for tuition purposes while seeking your most recent degree at UNC-G? (1) no; (2) yes. If yes, please specify your home county at that time. (10)_____

_____ (Please print)

11. Are you certified or eligible for certification as a public school teacher in this or any other state as a result of a program at UNC-G? (1) yes; (2) no. (11)_____

II. EMPLOYMENT STATUS:

12. What is your primary present activity? (1) employment including self-employment; (2) military service; (3) continuation of formal education; (4) unemployed and actively seeking employment; (5) unemployed, not seeking employment, but plan to later; (6) unemployed and do not plan to seek employment. (12)_____

13. If you are unemployed, how long have you been actively seeking employment? (1) I am not seeking employment; (2) less than 30 days; (3) between 1 and 3 months; (4) between 3 and 6 months; (5) longer than 6 months. (13)_____

14. If you are currently unemployed, do you expect to be employed within the next year? (1) yes; (2) no. (14)_____

15. Are you employed full-time (30 or more hours per week) or part-time? (1) full-time; (2) part-time; (3) not employed full or part-time. (15)_____

16. Which of these resources did you use in your most recent employment search? Code the resources listed below with: (1) used extensively; (2) used moderately; (3) did not use; (4) not applicable.

A. Family and friends (16A)_____
B. Counseling and Testing Center (16B)_____
C. Career Planning and Placement Office (16C)_____
D. College Faculty (16D)_____
E. Volunteer Experience (16E)_____
F. College Classes (16F)_____
G. Private Employment Agency (16G)_____
H. Public Employment Agency (16H)_____
I. Newspaper Advertisement (16I)_____
J. Professional Associations or Journals (16J)_____

17. Which of the following do you see as the single biggest problem you have encountered in seeking a job after graduation? (1) skill qualifications; (2) educational qualifications; (3) racial discrimination; (4) sex discrimination; (5) a generally tight job market; (6) a tight job market in my field; (7) finding a job with desirable characteristics (location, salary, etc.); (8) not knowing where to look; (9) not knowing what I want to do. (17)_____

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If you are employed full-time (30 hours a week or more) answer questions 18 through 29. If your primary activity is that of a homemaker, please write homemaker as your job title in item 18 and skip to item 30. Otherwise skip to Section III.

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18. Describe your job: Job Title:_____

Duties:_____

Job Location:_____
City County State

19. Which of the following best describes your employer? (1) I am self-employed, in professional partnership, or in business owned by my family; (2) private company with fewer than 100 employees; (3) private company with more than 100 employees; (4) research organization or institute; (5) college, university, or two-year college; (6) elementary or secondary school, or school system; (7) hospital or clinic; (8) church, welfare, or other non-profit and non-governmental organization; (9) federal, state, or local government including military. (19)_____

20. Amount of current salary (answer only one): $_____annually; $_____monthly; $_____weekly; $_____hourly.

21. How related is your present job to your major field of study? (1) directly related; (2) somewhat related; (3) not related at all. (21)_____

22. If you feel that you are employed outside of your major field of study, please indicate the main reason. (1) never planned to work in that field; (2) could not find an appropriate job in that field; (3) developed a new career interest; (4) graduate of a field of study which is difficult to relate to a specified job; (5) geographic immobility. (22)_____

23. When did you secure your first job following receipt of your 1977 degree? (1) employed on job while enrolled; (2) secured job before or by graduation; (3) secured job within 2 months after graduation; (4) 3 to 6 months after graduation; (5) 7 months to one year after graduation. (23)_____

24. Which statement best describes how you regard your current full-time job? (1) employment with definite career potential; (2) employment with possible career potential; (3) employment to earn money while I decide what kind of work I want; (4) temporary employment to earn money to do something else (travel, school, have free time, etc.); (5) temporary employment until something better can be found. (24)_____

25. To what degree have you been satisfied/dissatisfied with your present position in terms of the following factors? (Please check the one appropriate response for each factor.)

| | Highly Satisfied | Moderately Satisfied | Dissatisfied | Very Dissatisfied | Too Soon To Tell |
|---|---|---|---|---|---|
| Type of Work | | | | | |
| Salary and Benefits | | | | | |
| Working Conditions | | | | | |
| Opportunities for Advancement | | | | | |
| Your own long-range plans | | | | | |
| Overall job satisfaction | | | | | |

26. How do you perceive your job relative to the jobs held by your classmates? (1) better; (2) about the same; (3) worse; (4) don't know. (26)_____

27. What, to the best of your knowledge, are the educational requirements for your current job? (1) no college degree required; (2) undergraduate college degree required, but not in a particular field; (3) undergraduate college degree required in an appropriate academic field; (4) master's degree required; (5) professional degree required; (6) doctoral degree required. (27)_____

28. What are the experience requirements for your present position? (1) no experience requirement; (2) one year; (3) two years; (4) three years; (5) four or more years. (28)_____

29. Do you consider yourself underemployed? (1) yes; (2) no; (3) do not know. (29)_____

III. EDUCATIONAL PLANS:

30. Regardless of whether you are going on to another educational program at this time, what is the highest degree you eventually intend to complete? (1) Associate degree; (2) Bachelor's degree; (3) Master's degree; (4) Professional degree (includes only dentistry, medicine, optometry, osteopathy, podiatry, veterinary medicine, law, and theology); (5) Doctor's degree (e.g. Ph.D., Ed.D., D.B.A.). (30)_____

31. Are you presently enrolled in an educational program in a college, university, technical institute or other type of institution? (1) yes; (2) no. (31)_____

32. Are you presently enrolled in an educational program to obtain an additional degree? (1) yes; (2) no. (32)_____

33. What degree are you currently seeking? (1) Associate degree; (2) Bachelor's; (3) Master's; (4) MD, DDS, JD, DVM, DD; (5) Ph.D., Ed.D, DBA; (6) Other degree or certificate; (7) not applicable. (33)_____

34. How many student credit hours (excluding continuing education courses) are you enrolled for this term? (1) 1-2 hours; (2) 3-5 hours; (3) 6-8 hours; (4) 9-11 hours; (5) 12-14 hours; (6) 15 or more hours; (7) not applicable. (34)_____

35. Where are you presently enrolled: _____ Name of Institution

_____ City, County & State

36. What is your major area of study? _____ (Specify major)

37. As you compare yourself to graduates of other institutions, how well do you feel your college work has prepared you for further study? (1) much better; (2) better; (3) about the same; (4) worse; (5) do not know. (37)_____

IV. ATTITUDES AND VALUES:

38. Listed below are some of the reasons that people go to college. Please rank them in the order of their importance to you from (1) highest to (7) lowest.

(A) To become a better citizen (38A)_____

(B) To prepare for further graduate or professional education (38B)_____

(C) To better understand my abilities, goals, and interests (38C)_____

(D) To broaden my intellectual or cultural awareness (38D)_____

(E) To prepare for a career or good job after graduation (38E)_____

(F) To gain skills and experience in relating to other people (38F)_____

(G) To be able to make more money (38G)_____

39. Please rate each of the following job or career characteristics in the space provided. Use this scale: (1) very important to me; (2) moderately important to me; (3) of little or no importance to me; (4) a disadvantage in my opinion.

A. Chance to learn new things (39A)_____

B. Opportunities to be helpful to others or useful to society (39B)_____

C. Avoiding a high pressure job which takes too much out of you (39C)_____

D. Opportunity for advancement (39D)_____

E. High prestige and social status (39E)_____

F. Chance to use my special abilities (39F)_____

G. Freedom from supervision in my work (39G)_____

H. Variety in work assignments (39H)_____

I. Chance to engage in satisfying leisure activities (39I)_____

J. Friendly and congenial associates (39J)_____

K. Working as a part of a team (39K)_____

L. Making a lot of money (39L)_____

M. Stable and secure future (39M)_____

N. Chance to exercise leadership (39N)_____

O. Chance to make a contribution to important decisions (39O)_____

P. Opportunities to be original and creative (39P)_____

Q. Living and working in the world of ideas (39Q)_____

R. Remaining in the city or area in which I grew up (39R)_____

S. Getting away from the city or area in which I grew up (39S)_____

T. Opportunity to work with people rather than things (39T)_____

40. Please check in the corresponding blank in the right hand margin not more than 3 or 4 of the factors below that <u>best</u> characterize the life style you would like to have.

A. Good family relationships (40A)_____

B. Freedom to pursue your own interests (40B)_____

C. Favorable geographical location (40C)_____

D. Good friends (40D)_____

E. Freedom from financial worry (40E)_____

F. A challenging job (40F)_____

G. Steady, secure employment (40G)_____

H. Opportunities for meaningful work (40H)_____

I. Access to art institutes, music, theatre, etc. (40I)_____

41. When it comes to meeting the demands of everyday life and work situations I feel that I (1) am as capable as most of my friends; (2) am more capable than most of my friends; (3) might not be quite as capable as most of my friends. (41)_____

V. COMPETENCIES GAINED AND APPLIED IN WORK AND LIFE:

42. Regardless of the curriculum that you have majored in while pursuing your most recent degree, certain abilities or skills may have been developed during the process. Please note: (A) the extent to which you possess the ability; (B) the extent to which the following abilities were developed as a result of pursuing your most recent degree; (C) the extent to which the abilities are applied in your current job; and (D) the extent to which the abilities are applied in your everyday life in areas other than employment.

Please try to put an answer in each block.

Use the following codes for responding to each item:

(1) Not at all
(2) To a small extent
(3) To some extent
(4) To a large extent

| SKILLS AND ABILITY AREAS: | (A) Extent to which you possess ability | (B) Extent to which ability was enhanced in pursuit of most recent degree | (C) Extent to which ability is applied in current employment | (D) Extent to which ability is applied in everyday life outside of employment |
|---|---|---|---|---|
| Comprehending written material | | | | |
| Writing effectively | | | | |
| Speaking effectively | | | | |
| Developing new approaches to problems | | | | |
| Analyzing and evaluating ideas and presentations | | | | |
| Using library and research facilities | | | | |
| Supervising and leading | | | | |
| Cooperating with a work team | | | | |
| Persuading others to accept your ideas | | | | |
| Dealing with the public | | | | |
| Organizing time effectively | | | | |
| Meeting deadlines | | | | |
| Planning and organizing job related activities | | | | |
| Working independently | | | | |
| Following instructions | | | | |
| Working on long term projects | | | | |
| Performing detailed and accurate work | | | | |
| Making mathematical computations | | | | |
| Interpreting numerical data | | | | |
| Using computers and analyzing computer printouts | | | | |
| Communicating with others | | | | |
| Resolving conflicts in work settings | | | | |
| Developing organizational objectives with team | | | | |

VI. SATISFACTION WITH MAJOR AND COLLEGE:

43. If you could start over again would you choose to graduate from UNC-G? (1) yes, definitely; (2) yes, probably; (3) probably not; (4) definitely not. (43)_____

44. If you could start over would you select the same major? (1) yes, definitely; (2) yes, probably; (3) probably not; (4) definitely not. (44)_____

45. Regardless of any vocational benefit college may have had for you, do you think that having attended college has been a very important and beneficial experience? (1) definitely yes; (2) generally yes; (3) generally no; (4) definitely no. (45)_____

46. Regardless of vocational benefits, do you think the major you pursued in college has been important and beneficial in your life? (1) definitely yes; (2) generally yes; (3) generally no; (4) definitely no. (46)_____

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If you completed a program in teacher education at UNC-G, please complete items 47-51

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47. How valuable would you rate your undergraduate student teaching experience at UNC-G? (1) extremely valuable; (2) moderately valuable; (3) difficult to decide; (4) of relatively little value; (5) of no value whatsoever; (6) not applicable. (47)_____

48. How valuable would you rate your graduate practicum experience in Education at UNC-G? (1) extremely valuable; (2) moderately valuable; (3) difficult to decide; (4) of relatively little value; (5) of no value whatsoever; (6) not applicable. (48)_____

49. How satisfied were you with the quality of advisement and program counseling you received with your teacher education program at UNC-G? (1) very satisfied; (2) satisfied; (3) difficult to decide; (4) dissatisfied; (5) very dissatisfied; (6) not applicable. (49)_____

50. When you sought program advice and assistance with regard to your teacher education program at UNC-G, how available did you find the assistance you needed? (1) readily available; (2) available but contacting faculty difficult; (3) not readily available; (4) practically inaccessible; (5) not applicable. (50)_____

51. If you could take your training program in education all over again, would you choose to attend the teacher education program at UNC-G? (1) definitely yes; (2) yes, probably; (3) probably not; (4) definitely not; (5) not applicable. (51)_____

If local option questions from your major school or department are enclosed, please answer them in the spaces provided to the right.

(52)_____

ADDITIONAL COMMENTS:

(53)_____

(54)_____

(55)_____

(56)_____

(57)_____

(58)_____

(59)_____

(60)_____

(61)_____

(62)_____

(63)_____

(64)_____

(65)_____

(66)_____

(67)_____

Please print the following information in the boxes provided:

A. Your name when you received your last degree:

| Last Name | First Name | Middle Name |
|---|---|---|
| | | |

Your name now, if it has changed or is incorrect on this mailing:

| Last Name | First Name | Middle Name |
|---|---|---|
| | | |

B. Your current address:

| Name of building, residence hall, or department, if any |
|---|
| |

| Street Address |
|---|
| |

| City or Town | County (if N.C.) | State | Zip Code |
|---|---|---|---|
| | | | |

| Country, if not USA |
|---|
| |

C. Your present business address:

| Name of Organization |
|---|
| |

| Street Address |
|---|
| |

| City or Town | County (if N.C.) | State | Zip Code |
|---|---|---|---|
| | | | |

| Country, if not USA |
|---|
| |

D. Name and address of someone who will be able to forward mail to you if you are not at one of the addresses listed above:

| Name |
|---|
| |

| Street Address |
|---|
| |

| City or Town | County (if N.C.) | State | Zip Code |
|---|---|---|---|
| | | | |

| Country, if not USA |
|---|
| |

Please use the space below or the blank space on page six to make additional comments or suggestions.

As soon as you have completed this survey, please fold it in half so that the return address on the back is visible; tape or staple it closed, and deposit it in any U.S. mail box. No postage stamp is required.

THANK YOU!